



CLL – Communication, Language, Literacy and Speaking

- Is able to follow directions (if not intently focused on own choice of activity).
- Responds to simple instructions, e.g. to get or put away an object.
- Beginning to understand 'why' and 'how' questions.
- Uses simple sentences (e.g. 'Mummy gonna work.')
- Suggests how the story might end.
- Describes main story settings, events and principal characters

PD – Physical Development

- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can stand momentarily on one foot when shown.
- Can catch a large ball.
- Draws lines and circles using gross motor movements
- Beginning to be independent in self-care, but still often needs adult support.

PSED – Personal, Social and Emotional Development

- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Initiates play, offering cues to peers to join them.
- Can usually adapt behavior to different events, social situations and changes in routine.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- Confident to talk to other children when playing, and will communicate freely about own home and community.

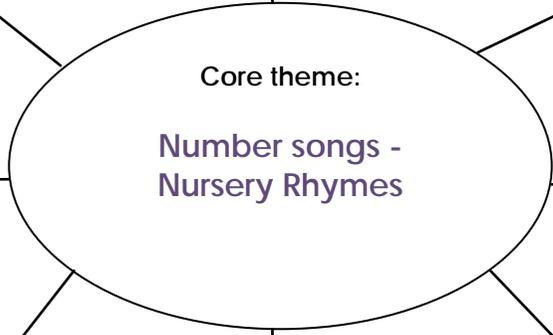
BV –British Values & Rights Respecting

Democracy-
Reassure children that it is okay to try and okay to make mistakes
Encourage sharing and working through problems together with the support of adults
Children to be able to choose activities and resources that interest them and this should influence planning.

Rule of law- Tightly linked to PSED – Managing feelings and behavior and knowing the clear consequences to actions if boundaries are crossed.

Individual liberty- Encourage Chn self- esteem and discovering activities and natural environments for themselves.

Article 29 - Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.



Songs to include
5 Little swans went swimming one day
5 little men
5 cheeky monkeys
5 construction vehicles
5 hairy spiders

Festivals and Celebrations:
Father's Day
End of term

Activities and texts to be flexible according to children's interests and learning needs

M – Maths

- Selects a small number of objects from a group when asked,
- Recites numbers in order to 10.
- Knows that numbers identify how many objects are in a set.
- Beginning to represent numbers using fingers, marks on paper or pictures.
- Shows awareness of similarities of shapes in the environment.
- Uses positional language.

UW- Understanding the World/People and their communities/ Technology.

- Matches parts of objects that fit together, e.g. puts lid on teapot.
- Notices detailed features of objects in their environment.
- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
- Knows that information can be retrieved from computers

EAD – Expressive Arts and Design

- Imitates movement in response to music.
- Taps out simple repeated rhythms. Beginning to be interested in and describe the texture of things.
- Uses various construction materials
- Beginning to use representation to communicate e.g. drawing a line and saying 'That's me.' Beginning to make-believe by pretending.